

RUBRIC ASSESSMENT: BEHAVIOR SPECIALIST/ANALYST (BS)

Date ☐ Self-Assessment ☐ Evaluator Assessment ☐

Formal Observation ☐ Individual Growth Project ☐ Intensive Support Plan ☐ Summative ☐

Domain 1: Planning and Preparation

<i>1a: Demonstrating Knowledge of Content and Pedagogy</i>	In order to guide behavior change for clients (e.g., students, families and educators who work directly with students), a behavior specialist possesses knowledge of behavioral theory, analysis and evidence-based practices. Knowledge is continually acquired and refined based on current research. Behavior specialists also know the various types and functions of problem behaviors, reliable and valid assessment methods, evidence-based methodologies, and underlying principles of treatment integrity.			
Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1a: Demonstrating Knowledge of Content and Pedagogy</i>	<p>Limited knowledge is demonstrated relative to the scientific principles of behavior analysis, terminology and research.</p> <p>Services exceed competency, experiential and educational levels.</p> <p>Knowledge of guidelines and regulations is inadequate.</p>	<p>A general understanding of the scientific principles of behavior analysis, terminology and research is demonstrated.</p> <p>Services correspond with competency, experiential and educational levels.</p> <p>Knowledge of guidelines and regulations is adequate.</p>	<p>There is considerable understanding of the scientific principles of behavior analysis, terminology and research. This knowledge is applied consistently to cases.</p> <p>Services correspond with competency, experiential and educational levels.</p> <p>Knowledge of guidelines and regulations is adequate.</p>	<p>There is extensive understanding of the scientific principles of behavior analysis, terminology and research. This knowledge is applied consistently to cases and shared with other stakeholders to build individual and collective knowledge.</p> <p>Services correspond with competency, experiential and educational levels.</p> <p>Knowledge of guidelines and regulations is extensive.</p>
<i>Evidence/Examples</i>	<p>When questioned about behavior management programs, the BS is unable to discuss what constitutes an effective design.</p> <p>BS communicates that strategies that have been shown to be effective in the majority of cases would only be effective for a certain problem.</p>	<p>BS can answer general questions about the use of positive reinforcement.</p> <p>Due to partial understanding of the components of a student's behavior plan, the BS recommends that other stakeholders do the best they can.</p>	<p>BS can answer specific questions about the antecedents to behavior in a specific case and discuss methods for increasing appropriate behavior.</p> <p>BS facilitates the development of a behavior plan for a student who is exhibiting non-compliance and educates staff about the principles that are used to guide the development of the plan.</p>	<p>BS provides professional learning related to the misconceptions of behavioral principles with an interdisciplinary team of educators.</p> <p>In addition to helping a team acquire a deeper understanding of the use of ABA design, issues related to confidentiality were also addressed by the BS.</p>

<i>1b: Demonstrating Knowledge of Students</i>	Knowledge of students is demonstrated through historical review and current analysis of behavior that may include but is not limited to observation of the environment, individual strengths and needs, cultural and familial variables, intervention history, etc. Knowledge of a client's recent behavior is considered to be the most reliable predictor of future behavior and is also used to learn more about a student and inform treatment.			
Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1b: Demonstrating Knowledge of Students</i>	<p>BS does not demonstrate knowledge of students relative to important factors such as age, gender, race, ethnicity, national origin, needs, strengths, interests, achievement status, medical issues, religion, nor the specific symptoms of the mental health disorder, etc.</p> <p>Due to limited knowledge of students, the BS does not work within the context of other professional services to inform the development of a comprehensive service delivery plan.</p> <p>BS does not possess knowledge of the BACB ethical guidelines.</p>	<p>BS possesses some knowledge of students relative to important factors such as age, gender, race, ethnicity, national origin, needs, strengths, interests, achievement status, medical issues, religion, etc. There is also limited knowledge concerning the symptoms of mental health disorders.</p> <p>Due to incomplete knowledge of students, the BS may not consistently work within the context of other professional services to inform the development of a comprehensive service delivery plan.</p> <p>BS possesses partial knowledge of the BACB ethical guidelines.</p>	<p>BS possesses adequate knowledge of students relative to important factors such as age, gender, race, ethnicity, national origin, needs, strengths, interests, achievement status, medical issues, religion, etc. There is a basic understanding of the symptoms of the mental health disorders.</p> <p>Due to adequate knowledge of students, the BS consistently works within the context of other professional services to inform the development of a comprehensive service delivery plan.</p> <p>BS possesses adequate knowledge of the BACB ethical guidelines.</p>	<p>BS possesses extensive knowledge of students relative to important factors such as age, gender, race, ethnicity, national origin, needs, strengths, interests, achievement status, medical issues, religion, etc.</p> <p>The BS displays a wealth of knowledge concerning the mental health disorder and how this affects the interventions.</p> <p>Due to extensive knowledge of students, the BS consistently works within the context of other professional services to inform the development of a comprehensive service delivery plan to enhance individual and collective knowledge base of clients.</p> <p>BS possesses extensive knowledge of the BACB ethical guidelines.</p>
<i>Evidence/Examples:</i>	<p>BS does not complete a record review prior to meeting with a student and his family.</p> <p>BS offers intervention recommendations after conducting one brief classroom observation.</p> <p>BS does not determine the students' individual preferences in order to individualize treatment.</p>	<p>BS completed a thorough record review and interviewed the student's teacher but did not collect any additional information to enhance knowledge of the student.</p> <p>BS developed a behavior plan in isolation for a student who was receiving intensive therapy in a clinical setting.</p> <p>BS determines what students' preferred items are via observation and/or report.</p>	<p>Before proceeding with a thorough case review, the BS ensures that the student's parents have signed a permission to evaluate form.</p> <p>BS works within the context of a larger team to develop and implement a treatment plan based upon careful analysis of a continuum of reliable and valid data sources.</p> <p>BS determines students' preferred items via observation, report and/or preference assessment and uses it to individualize treatment.</p>	<p>After a thorough review of existing data, the BS works with a team and facilitates greater individual and collective understanding through the use of concrete terms.</p> <p>The BS describes how a target behavior might best be addressed and refers to the BACB ethical guidelines to facilitate understanding, implementation and team ownership for outcomes.</p> <p>BS determines students' preferred items via observation, report and/or preference assessment and uses it to individualize treatment specifically outlined in a systematic fashion outlined in a treatment plan.</p>

<i>1c: Setting Service Delivery Outcomes</i>	Setting service delivery outcomes is predicated upon the ability to clearly define, operationalize and measure behavior. In addition, service delivery outcomes are established via knowledge of evidence-based treatments, reliable and valid data sources and procedures, principles of behavior analysis, environmental factors, idiosyncratic variables, etc.			
Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1c: Setting Service Delivery Outcomes</i>	The ability to establish service delivery outcomes is significantly compromised due to poorly defined behaviors that are not measurable. The outcomes are not individualized per student. The environmental factors in place are not analyzed.	BS establishes service delivery outcomes that may or may not be consistently based upon the use of a reliable and valid measurement system. Treatment recommendations tend to be more general in nature because the behaviors that have been targeted for establishing, increasing, decreasing or maintaining are not accurately identified and/or measured.	BS consistently establishes service delivery outcomes based upon the use of a reliable and valid measurement system. There is accurate identification of behavior that needs to be established, increased, decreased or maintained. Therefore, service delivery outcomes can be established and measured. The outcomes are individualized per students' needs, skills environmental factors and function of the behavior.	BS is highly skilled in the establishment of service delivery outcomes based upon a reliable and valid measurement system. There is accurate identification of behavior that needs to be established, increased, decreased or maintained. The BS leads a team in the establishment of service delivery outcomes and whether they were attained or not. The outcomes are individualized per the students' needs, skills environmental factors and function of the behavior and are communicated specifically and systematically.
<i>Evidence/Examples</i>	BS determines that a student is having meltdowns because of frustration. Frequent breaks are recommended. There is no further monitoring of outcomes. The outcomes are generic cut and paste goals that are not individualized per the individual students' needs, skills, or data. BS recommends that all students receive the same reinforcement to increase a desirable behavior.	BS recommends service outcomes that are not individualized for the client. Only behaviors targeted for decrease are monitored while behaviors targeted for increase are not addressed.	BS recommends which behaviors need to be addressed and in the order of importance to the client. BS researches which measurement systems will deliver the most reliable and valuable information.	BS designs a measurement system that is researched based and individualized for the client. BS personally trains the team that will be collecting the data. All behaviors being measured are clearly defined in observable and measureable terms and prioritized to insure maximum benefit to the client. The outcomes are stated in specific measurable terms that are individualized for the student and based on data, student preferences and a detailed analysis of the environmental factors.

<i>Id: Demonstrating Knowledge of Resources</i>	Resource knowledge results in provision of comprehensive and high-quality services. Behavior specialist also uses knowledge of resources to facilitate individual and collective understanding of behavioral principles, evidence-based methodologies and best practices. Resource knowledge is applied in an effective, efficient and equitable manner.			
Component	Failing	Needs Improvement	Proficient	Distinguished
<i>Id: Demonstrating Knowledge of Resources</i>	<p>Knowledge of resources is limited.</p> <p>The BS has limited knowledge of the resources available and doesn't seek additional assistance or for alternative resources and will use any intervention regardless of evidence.</p>	<p>There is some knowledge of resources.</p> <p>The BS has knowledge of resources and will ask for additional assistance and for alternative resources.</p>	<p>There is adequate knowledge of resources. Information from organizations, journals and/or other informational sources is used to update knowledge of resources.</p> <p>The BS main concern in seeking resources is identifying evidence based and practical information.</p>	<p>There is extensive knowledge of evidence-based, community and other related resources.</p> <p>Information from organizations, journals, professional networking and/or other sources of reliable and valid information is routinely sought to update knowledge of resources.</p> <p>The BS is viewed by colleagues as being an expert in the area of resources.</p>
<i>Evidence/Examples</i>	When asked to provide information related to effective interventions, the BS is not able to identify peer-reviewed research-based references or resources.	BS offers recommendations for an evidence-based intervention to increase a pro-social behavior but is unable to provide any more specifics other than the name.	BS is an active member of a national professional association and reviews publications regularly to enhance knowledge of resources in the area of Autism.	BS meets with colleagues and other interdisciplinary team members regularly to review evidence-based resources, BACB guidelines and/or peer-reviewed journal articles that may be helpful in facilitating professional learning and addressing current student needs.

<i>1e: Designing Coherent Instruction</i>	Coherent design of behavioral services is dependent upon many skills including the ability to establish clearly defined and measurable goals, reliable and valid data sources and collaborative problem-solving to ensure that services are meaningfully integrated and designed to increase individual and system level outcomes.			
Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1e: Designing Coherent Instruction</i>	Instruction and intervention design is not based on data or the function of the behavior. Services are offered in isolation and are not based upon considerations of the environment and the staff carrying out the interventions.	<p>There is an effort to design instruction and intervention using reliable and valid data sources, including functional behavioral assessment.</p> <p>Intervention design accounts for one of the following: decreasing, replacing or extinguishing the behavior.</p> <p>The staff and environment is considered when designing the outcomes, however, the outcomes are still not easy to implement with fidelity.</p>	<p>Consistent effort is demonstrated relative to design instruction and intervention service delivery using reliable and valid data sources and functional behavioral assessment.</p> <p>Intervention design accounts for one of the following: decreasing, replacing or extinguishing the behavior.</p> <p>The staff and environment is considered when the intervention was designed and the staff members are able to implement with fidelity.</p>	<p>Design of instruction and intervention service delivery is comprehensive and collaborative in nature. Design is based upon the use of reliable and valid data sources and functional behavioral assessment. Intervention design accounts for decreasing, replacing, establishing and/or extinguishing the behavior.</p> <p>The BS accounts for the aspects of the environment and team implementing the plan and tailors outcomes to the students' needs as well as the abilities of the staff members and the environment.</p> <p>The BS is a member of a team who monitors the quality of service delivery design relative to individual and systems level outcomes.</p>
<i>Evidence/Examples</i>	<p>Perception data was used exclusively to inform the development of a behavior plan.</p> <p>The environment and staff were not considered when designing the intervention, therefore it is too difficult for staff to carry out the plans.</p>	<p>BS works in isolation with a student to design a plan that includes time to learn and practice a desirable behavior across settings.</p> <p>The design of the behavior plan does not include monitoring the implementation fidelity of an evidence-based intervention.</p>	<p>BS identifies more than one function of problem behavior and designs a comprehensive treatment plan to address each function.</p> <p>BS identifies two different data sources that will be used to monitor a student's response to treatment. Both data sources are reliable and valid.</p> <p>Meetings have occurred that indicate staff training has occurred as well as staff input.</p>	<p>BS is viewed by colleagues as an "implementation coach" who will assist with instruction, monitoring and evaluation of implementation fidelity.</p> <p>BS leads team in a review of outcomes that suggest that service design may need to be improved relative to efficiency. The team discusses ways to address this need.</p>

<i>If: Designing Student Assessments/Assessing Goal Achievement</i>	Goals are assessed routinely to guide decisions regarding the effectiveness and improvement of behavioral health services and outcomes for both the individual and the system. A reliable and valid assessment system is in place for monitoring goal achievement. Therefore, assessment occurs regularly in an effort to make timely and necessary changes as part of a continuous improvement process.			
Component	Failing	Needs Improvement	Proficient	Distinguished
<i>If: Designing Student Assessments/Assessing Goal Achievement</i>	<p>There is no mechanism in place to reliably and validly assess whether goals have been met.</p> <p>There is no data to interpret if an intervention is working or not nor is there a defined “end of services”.</p>	The BS assesses whether goals were attained on an inconsistent basis through the use of ongoing data collection system and occasional assessment. Therefore, efforts to improve service delivery to improve outcomes are also inconsistent.	<p>The BS assesses whether goals were attained on a consistent basis using reliable and valid data sources via ongoing data collection and assessments that occur frequently.</p> <p>The BS frequently reviews the data. Outcome data is used to make substantive changes to service delivery relative to an individual student.</p>	<p>The BS works consistently within the context of an interdisciplinary team to assess whether goals were attained using reliable and valid data sources via ongoing data collection and assessments that occur frequently.</p> <p>The BS frequently reviews the data and makes decisions to change interventions accordingly.</p> <p>Outcome data is used by the team to generate and implement substantive changes to service delivery relative to an individual student and instructs the team on how to use the data to make informed decisions regarding the intervention. Evidence indicates that goal achievement is improving steadily.</p>
<i>Evidence/Examples</i>	<p>There are no data sources that the BS relies upon to evaluate goal achievement are subjective and/or exclusively qualitative in nature.</p> <p>The BS is unable to help the staff operationalize “misbehaving” and develop a reliable system for measuring improvement.</p>	<p>The BS conducts an assessment that measures whether “some” of the behavioral goals have been attained but reviews the data and goals once a semester and not periodically.</p> <p>The BS requests that staff assist with monitoring a targeted behavior but does not clearly define how to assess whether the intervention is working or not.</p>	<p>The BS identifies multiple reliable and valid data sources that will be collected, analyzed and synthesized in order to determine if compliance with adult requests improved as a result of the use of a token economy system.</p> <p>After developing an intervention plan to decrease screaming, the BS helped educators and parents use a data tracking system that required the daily monitoring of three specific behaviors related to screaming for one month.</p>	<p>After developing an intervention plan to decrease screaming, the BS helped educators and parents use a data tracking system that required the daily monitoring of three specific behaviors related to screaming for one month.</p> <p>Behavior specialist verifies all staff is able to collect accurate data. Staff is provided with data-analysis and intervention implementation assistance.</p> <p>The BS builds capacity by helping staff apply learning to future cases/scenarios.</p>

Domain 2: The Environment

2a: Creating an Environment of Respect and Rapport	<p>The BS contributes meaningfully to establishing an environment that is safe, positive, supportive and respectful in nature. Rapport is easily established and maintained.</p> <p>Efforts are made to evaluate the environment regularly and contribute to the improvement of climate to enhance service delivery outcomes.</p>			
Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	<p>Clients do not feel respected, supported or safe in the environment.</p> <p>The BS is regarded as a person with knowledge but doesn't provide sufficient explanations for procedures or concern for individual students' or the staff that are involved.</p> <p>The BS will often speak to staff in a demeaning tone without regard to their history of learning or area of expertise.</p> <p>There is disregard for codes, regulations and ethical and professional conduct.</p>	<p>Clients report inconsistent levels of respect, support and safety.</p> <p>Communication is improving with respect to student, staff and parent-friendly language and sensitivity to culture and other related factors.</p> <p>The BS is regarded as a person with great knowledge and will provide explanations for procedures inconsistently and is only concerned for individual students' not necessarily the staff involved.</p> <p>The BS will often speak about "getting the job done" without regard to other persons involved. Confidentiality is maintained.</p>	<p>Clients report consistent levels of respect, support and safety.</p> <p>Communication patterns are positive in nature and characterized by mutual respect and sensitivity to culture and other related factors.</p> <p>The BS provides staff with explanation of procedures with concern for the individual students' as well as the staff involved.</p> <p>The BS takes into consideration the history of learning and area of expertise of all staff involved. Confidentiality is maintained.</p>	<p>The BS is highly effective at creating an environment of respect and rapport through active listening skills, appropriate levels of self-disclosure, confidentiality, clear and non-threatening communication patterns, and unconditional positive regard.</p> <p>Sensitivity to culture and other related factors is consistently demonstrated and positive relationships are established and maintained across stakeholders.</p> <p>The BS provides staff with explanation of procedures with concern for the individual students' as well as the staff involved. As needed, the staff is observed to request the information and seek clarification due to motivation and mutual respect.</p> <p>The BS takes into consideration the history of learning and area of expertise of all staff involved, concentrating on a team support system.</p>
Evidence/Examples	<p>Behavior specialist tells staff "I don't understand why you are not following through with recommendations. The procedures are simple and everyone should know how to do this without requiring specific training."</p> <p>The BS makes remarks about the students' behaviors and problems in front of the student.</p> <p>The BS discusses students' issues in front of third parties without regard for privacy or regulations.</p>	<p>BS reports researching the background and culture of a family who is from another country but does not incorporate information about culture and related factors within treatment plan.</p> <p>BS reports that they know safety procedures and de-escalation strategies but have not shared this information with the staff.</p> <p>The BS is concerned about the student outcomes but talks about staff inappropriately.</p>	<p>Behavior specialist often checks for understanding and provides staff with necessary explanations, modeling and procedural training.</p> <p>Student and/or staff follow through with treatment recommendations.</p> <p>Student and/or staff express some discomfort when the BS observes and provides feedback but also says it is worth it because it is helping them improve and do things better.</p>	<p>BS is viewed by colleagues and peers as a highly effective listener/communicator.</p> <p>Colleagues report that the BS has been instrumental in empowering them to make positive changes to the environment.</p> <p>Student and/or staff are enthusiastically following through with recommendations. Student and/or staff actively seek out the BS to come and observe and provide feedback.</p>

<i>2b: Establishing a Culture for Learning/Establishing a Culture for Goal Achievement</i>	The behavior specialist contributes to the development of a culture with high behavioral expectations and related achievement goals. Clients are empowered to establish, monitor and attain goals within the context of positive relational support and accountability, modeling, skill development and increasing levels of independence, ownership and self-regulation as it relates to goal achievement.			
Component	Failing	Needs Improvement	Proficient	Distinguished
<i>2b: Establishing a Culture for Learning/Establishing a Culture for Goal Achievement</i>	There is a lack of positive relational support, modeling, and skill development for goal achievement.	<p>The BS provides training for staff through discussion of concepts.</p> <p>There are no attempts for ongoing positive relational support, modeling, and skill development.</p>	<p>BS contributes consistently to the development of a culture with high behavioral expectations.</p> <p>The BS provides training for staff through discussion of concepts.</p> <p>There is sufficient provision of ongoing positive relational support, modeling, and skill development for goal achievement.</p>	<p>BS contributes substantially to the development of a culture with high behavioral expectations.</p> <p>There is extensive provision of ongoing positive relational support, modeling, and skill development for goal achievement.</p> <p>The BS establishes a team concerned with the students' achievement of goals with the best accuracy and fluency possible.</p>
<i>Evidence/Examples</i>	<p>The BS has observed the student but didn't set goals or set goals but didn't communicate how to accomplish the goals to staff.</p> <p>BS is unable to provide documentation of staff development.</p> <p>BS does not help a student who is aggressive toward peers establish high behavioral expectations and establish and monitor progress in this area.</p>	BS discusses the concept of positive reinforcement however, neglects to train the staff in the skill development relative to implementing a token economy system with fidelity.	<p>BS provides positive feedback to staff relative to engaging a small group of students as well as specific feedback on refined implementation strategies based upon specific needs.</p> <p>There is documentation of staff training on skills related to the goals and interventions in place for an individual student.</p>	<p>Clients share that they have made substantial progress and sustained it over time with the assistance of the BS.</p> <p>BS empowers clients through direct coaching and modeling to implement evidence-based strategies that result in increased self-regulation with students who have significant difficulties remaining on-task.</p> <p>As a result of interactions with the BS, students and /or staff demonstrate high levels of motivation and regularly go beyond the recommendations to exceed set expectations.</p>

2c: Managing Classroom Procedures/Managing Procedures	Effective procedural management contributes to high-quality instruction and meaningful student engagement. The BS is skilled in procedural management as it relates to organization of materials, data systems, time management and transitions/routines.			
Component	Failing	Needs Improvement	Proficient	Distinguished
2c: Managing Classroom Procedures/Managing Procedures	The BS does not discuss or review how to implement and/or assist others in the area of procedural management (e.g., organization of materials, data systems, time management, transitions, instructional routines, etc.) in order to efficiently intervene and implement goals. These limitations result in less effective service delivery for individuals and the system.	The BS discusses strategies to implement and/or assist others in the area of procedural management (e.g., organization of materials, data systems, time management, transitions, instructional routines, etc.) for the recommended interventions. These limitations result in inconsistent quality of services and outcomes for individuals and the system.	The BS discusses and demonstrates strategies to implement and/or assist others in the area of procedural management (e.g., organization of materials, data systems, time management, transitions, instructional routines, etc.) for effective implementation of the recommended interventions. Effective procedural management skills contribute to consistent quality of services and outcomes for individuals and the system.	The BS discusses and demonstrates highly effective procedural management skills (e.g., organization of materials, data systems, time management, transitions, instructional routines, etc.) so staff can implement interventions efficiently and effectively. The staff is able to expand organizational techniques and to make changes that result in improved outcomes for individuals and the system. The BS researches and seeks to improve efficiency and effectiveness of staff implementation.
Evidence/Examples	<p>BS does not use a reliable and valid data system to track the monitoring of behavioral objectives and outcomes.</p> <p>BS is ineffective in teaching and holding students accountable for transitioning smoothly from one class to another.</p> <p>The staff report that the data system is difficult to use and that the staff is not carrying around the data sheet or tools to take data efficiently.</p>	<p>BS provides procedures for staff to follow but the procedures are not well defined.</p> <p>The staff members are taking frequency data of behaviors when an interval form or data concerning duration would be easier and more efficient.</p> <p>Reinforcement for the student is only available when the team returns to the room and not carried with staff throughout the day.</p>	<p>BS assists a colleague with the development of a time-management intervention and implementation checklist to monitor treatment integrity.</p> <p>The staff members are taking data and it gives information that is valuable with regards to the goals of the intervention. (Whether improvements are occurring).</p>	<p>BS assists team members, including the student, with the development of a time-management intervention and implementation checklist to monitor treatment integrity.</p> <p>Procedures are discussed and monitored regularly to ensure that timely and necessary changes are made to improve implementation skills and positive outcomes.</p> <p>Teaching materials for skill acquisition, materials used for interventions are well organized, readily available and used regularly by staff.</p>

2d: Managing Student Behavior		Effective management of student behavior results in improved outcomes at the individual and systems level.		
Component	Failing	Needs Improvement	Proficient	Distinguished
2d: Managing Student Behavior	BS observes students and makes recommendations that are generic and ineffective relative to the management of student behavior (e.g., implementation of high, clear and measurable expectations, establishment of reinforcement systems, monitoring of implementation and outcomes, training, etc.)	BS observes students and makes recommendations based on a function however; the recommendations are inconsistently effective relative to the management of student behavior due to miscommunications involving how to implement procedures. (e.g., implementation of high, clear and measurable expectations, establishment of reinforcement systems, monitoring of implementation and outcomes, training, etc.).	BS observes students and tests conditions and ideas and makes recommendations based on a function that are effective in managing student behavior due to the fact that the BS not only discusses the interventions but models how to implement procedures effectively.(e.g., implementation of high, clear and measurable expectations, establishment of reinforcement systems, monitoring of implementation and outcomes, training, etc.).	<p>BS is highly effective in managing and helping others to manage student behavior.</p> <p>The BS observes students and tests conditions and ideas and makes recommendations based on a function that are effective in managing student behavior due to the fact that the BS not only discusses the interventions but models how to implement procedures effectively and then guides the staff in implementation as well. (e.g., implementation of high, clear and measurable expectations, establishment of reinforcement systems, monitoring of implementation and outcomes, training, etc.).</p> <p>There is evidence of effective management techniques and outcomes.</p>
Evidence/Examples	<p>Teacher requests assistance from BS with a student who screams when he is asked to complete an assignment. BS recommends putting the student in “time out” without collecting assessment data including an FBA.</p> <p>The BS suggests utilizing punishment procedures rather than a reinforcement system.</p>	<p>BS models how to manage disruptive behavior but does not provide follow-up assistance.</p> <p>BS does not establish a formal system for monitoring student behavior because they believe staff will follow through with recommended procedures and be able to report their observations of progress.</p> <p>The BS has staff take ABC data and writes a behavior plan based on the tentative function suggested by the ABC data.</p>	<p>BS models and provides training for managing the behavior of a student who is hitting other students and the teacher. A data tracking and reinforcement system is established after a thorough assessment.</p> <p>The BS conducts a functional analysis of the problem behaviors and writes a behavior plan based on the tentative function suggested by the Functional analysis.</p>	<p>BS provides training through discussion, modeling techniques and then guiding staff to implement in evidence-based behavioral management procedures. Implementation is monitored relative to consistency and fidelity across personnel and settings.</p> <p>The BS works with a team to assess response to treatment and the treatment is adjusted accordingly.</p> <p>The BS conducts a functional analysis through systematic manipulations of the problem behaviors and writes a behavior plan based on the tentative function suggested by the systematic manipulations.</p>

2e: Organizing Physical Space	Physical space is organized to maximize safety, organization and accessibility to resources and materials.			
Component	Failing	Needs Improvement	Proficient	Distinguished
2e: Organizing Physical Space	BS does not consider organization of physical space. Safety and access to resources and materials is inadequate.	BS discusses the organization of physical space. Consideration of safety and access to resources and materials is demonstrated when feedback is provided by administration/supervisor. The behavior specialist is willing to provide training/supervision relative to safety issues when asked and/or directed by administration.	BS consistently monitors and insures that organization of physical space results in adequate levels of safety, organization and access to resources and materials. The behavior specialist can provide adequate professional development in this area that is based upon PA codes and regulations.	BS is consistently effective in organizing physical space to maintain and sustain the highest levels of safety, organization and access to resources and materials. BS manages physical space and materials in order to maximize student interventions so that fluency and accuracy of the interventions are at a maximum level. The behavior specialist continues to seek evidence and research as to the best practice concerning organization techniques in order to implement procedures efficiently and effectively and serves as a continual resource for professional development.
Evidence/Examples	BS does not post rules related to safe behaviors and expectations. BS has barriers that prevent access to resources when needed. BS has not considered the amount of “down time” the student receives and therefore a lot of problem behaviors occur.	BS guides staff to set up classroom in order to maintain a particular student’s safety, but does not take into consideration other students needs or instructional needs. BS sets up a classroom environment based on student need and not personal preference. The physical space is flexible and individualized for the student.	BS helps a colleague organize their classroom to accommodate a student who needs to move around frequently and safely. Materials are easily accessible to staff and individualized for the students’ needs and safety. (Example: preferred items used as reinforcers are in a bin for the staff to use and the student doesn’t get free access; teaching materials are accessible and the staff does not have to look for materials before instruction). Crisis plan is in place for safety purposes and staff has the materials needed readily available.	Teacher has a new group of students with unique needs and is able to adjust the environment and the schedule based on strategies previously taught by BS. BS sets up classroom environment based on student need, safety issues, and current research as well as best organization to aid in efficiency of interventions. The BS comments “I just read” when talking about organization of materials and physical space, indicating the attempts to improve and advance in this skill area.

Domain 3: Service Delivery

3a: Communicating With Students	A continuum of effective communication techniques and strategies are used and modeled by the BS to enhance relational and behavioral outcomes at the individual and systems level.			
Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating With Students	<p>BS does not possess a continuum of communication techniques and strategies that are used effectively with clients to enhance service delivery outcomes.</p> <p>Communication skills often undermine the ability to establish positive, respectful relationships with clients.</p>	<p>BS possesses some communication techniques and strategies (e.g., use of clear directions, initiation and fading of prompts, provision of direct and explicit instruction and immediate corrective feedback, etc.).</p> <p>Communication strategies and techniques result in inconsistent service delivery outcomes.</p> <p>Communication skills usually result in the establishment of positive, respectful relationships with clients.</p>	<p>BS possesses effective communication techniques and strategies (e.g., use of clear directions, initiation and fading of prompts, provision of direct and explicit instruction and immediate corrective feedback, etc.).</p> <p>Communication strategies and techniques result in positive service delivery outcomes, including the establishment of positive, respectful relationships with clients.</p> <p>There is reinforcement of appropriate behavior and modeling is provided to assist staff.</p>	<p>BS possesses highly effective communication techniques and strategies (e.g., use of clear directions, initiation and fading of prompts, provision of direct and explicit instruction and immediate corrective feedback, etc.).</p> <p>Communication strategies and techniques result in positive service delivery outcomes, including the establishment of positive, respectful relationships with clients.</p> <p>There is reinforcement of appropriate behavior and modeling is provided to assist staff.</p> <p>Clients independently apply effective communication techniques and monitor their effectiveness with the assistance of the BS to enhance individual and collective outcomes.</p>
Evidence/Examples	<p>The BS raised his voice with a student who was arguing which resulted in more arguing.</p> <p>The BS criticized a staff member for using a strategy that was ineffective with a student.</p>	<p>The BS developed a clearly written behavioral plan to help a colleague address a recurring behavioral issue but did not offer follow-up consultation.</p>	<p>The BS developed a clearly written behavioral plan and met with a colleague in person as part of a comprehensive assistance plan.</p>	<p>Written and verbal guidelines related to procedures are provided to a team.</p> <p>Treatment fidelity checklists are completed and effective feedback is provided to increase collective ownership, skill and outcomes.</p>

3b: Using Questioning and Discussion Techniques/Using Data and Functional Behavioral Assessment	Setting up effective and appropriate data systems individualized for students and staff, using accurate assessments that will determine the students' skill level involves asking the right questions concerning the environmental variables and then using the most efficient yet accurate data systems to indicate if interventions are effective.			
Component	Failing	Needs Improvement	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques/Using Data and Functional Behavioral Assessment	<p>BS is unable to use measurement techniques to develop, implement and/or evaluate the effectiveness of an intervention.</p> <p>FBA is not conducted, and no hypothesis statement is developed regarding the function(s) of behavior(s) of concern.</p>	<p>BS is able to use some measurement techniques to develop, implement and/or evaluate the effectiveness of an intervention. The data is not used consistently or to make necessary adjustments based upon graphs.</p> <p>FBA is conducted but hypothesis statements may be absent, erroneous or presented inconsistently. BS uses the same type of measurement for every behavior and all students.</p>	<p>Reliable and valid data sources, including FBA's are used consistently to inform the design, implementation refinement and/or evaluation of behavioral services.</p> <p>An accurate hypothesis statement is present most of the time.</p> <p>Effective interpretation of data is based upon knowledge of experimental design and measurement concepts and procedures.</p>	<p>Reliable and valid data sources, including FBA's are used consistently to inform the design, implementation refinement and/or evaluation of behavioral services.</p> <p>Effective interpretation of data is based upon knowledge of experimental design and measurement concepts and procedures.</p> <p>The BS trains others to develop behavioral analysis and evaluation skills.</p>
Evidence/Examples	<p>The BS is unable to explain the function of a student's hitting of her peers, which is clearly motivated by the attention that happens following the events.</p> <p>BS is unable to state the common sequence of Antecedents – Behavior – Consequences related to hitting peers.</p> <p>A behavioral plan is developed but doesn't display a clear relationship between treatments selected and a function related attention.</p>	<p>The BS is able to describe the function of hitting peers as motivated by attention.</p> <p>However, the intervention plan includes verbal reprimands, which IS a form of attention and actually makes the hitting behavior stronger.</p> <p>Outcome is graphed but BS doesn't change intervention despite a sustained rise in hitting of peers.</p>	<p>The BS is able to describe the function of hitting peers as maintained by attention and develops a system for measuring the impact of the intervention. BS makes necessary timely changes based upon progress-monitoring data of hitting peers.</p> <p>Effectiveness is evidenced by a reduction in hitting of peers.</p>	<p>A behavior plan is developed by a cooperative team-based FBA process, using reliable and valid information. Team determines that the function of hitting peers is attention from the peers. BS models how to report and analyze progress of the learner, and promotes independence in adjusting intervention(s) based upon the data, using evidence-based treatments.</p> <p>Teams learn to function more independently as a result of the BS's assistance and expertise, as evidenced by student's improved behavior(s).</p>

3c: Engaging Students in Learning	A behavior specialist must be able both describe and model behavior analytic techniques. Accomplished behavior specialists put applied behavior analysis into practice and work with the students and staff to implement behavior change procedures with fidelity.			
Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Engaging Students in Learning	BS unable to model behavior change systems to student/staff, use the fundamental elements of positive and negative reinforcement, appropriate schedules of reinforcement, prompts and fading, modeling, imitation, shaping, chaining, punishment and extinction.	BS occasionally able to model behavior change systems to student/staff. Occasionally uses the fundamental elements of positive and negative reinforcement, appropriate schedules of reinforcement, prompts and fading, modeling, imitation, shaping, chaining, punishment and extinction.	BS is consistently able to model behavior change systems to student/staff. BS regularly uses the fundamental elements of positive and negative reinforcement, appropriate schedules of reinforcement, prompts and fading, modeling, imitation, shaping, chaining, punishment and extinction.	BS is always able to model behavior change systems to student/staff. BS regularly uses the fundamental elements of positive and negative reinforcement, appropriate schedules of reinforcement, prompts and fading, modeling, imitation, shaping, chaining, punishment and extinction. BS promotes treatment fidelity in all settings.
Evidence/Examples	BS talks about principles but doesn't explain them well. The staff members are left confused with various terms.	BS explains principles and then states "do the best you can" and leaves staff to fend for themselves with limited knowledge.	BS explains principles, models how to apply the principles and then verifies that the staff members understand how to implement these systems	BS explains principles, models how to apply the principles and then verifies that the staff members understand how to implement these systems accurately and with fidelity.

3d: Using Assessment in Service Delivery	Accomplished behavior specialists know how to complete functional assessments and rely on direct observation to complete an operant analysis (antecedent behavior consequences) of the environment with regard to instruction to language. Behavior specialists link their assessment outcomes directly to hypothesis of function, and therefore to the creation of effective interventions.			
Component	Failing	Needs Improvement	Proficient	Distinguished
3d: Using Assessment in Service Delivery	<p>BS does not use various assessments in order to conduct an analysis of the behavior, and/or does not link those assessments to intervention procedures.</p> <p>BS does not utilize data, interviews nor conducts systematic manipulations or observations to directly assess student behavior.</p> <p>BS is unable to explain clearly the nature of the relationship between assessment results and the interventions chosen.</p>	<p>BS utilizes various assessment data including interviews and other indirect methods of assessment as well as direct observation and/or environmental manipulation.</p> <p>BS interprets the results and data but explains with some inconsistencies the nature of the relationship between assessment and intervention.</p> <p>BS uses assessment tools to conduct an analysis of behavior and intervention procedures with guidance.</p>	<p>BS chooses various assessment tools appropriate to the situation and utilizes various sources of data, including but not limited to: historical data review, interviews, checklists, and rating scales, and primarily relies upon either systematic manipulations or direct observation of the learner in vivo.</p> <p>BS accurately interprets the results and clearly explains the nature of the relationship between assessment results and intervention after the functional assessment is completed.</p> <p>BS both describes rationale for particular interventions and demonstrates how to intervene.</p> <p>BS utilizes additional data during intervention to monitor effectiveness.</p>	<p>BS conducts as well as trains others in using a functional assessment.</p> <p>BS chooses various assessment tools appropriate to the situation and utilizes various sources of data, including but not limited to: historical data review, interviews, checklists, and rating scales, and primarily relies upon either systematic manipulations or direct observation of the learner in vivo.</p> <p>BS clearly and precisely explains the nature of the relationship between assessment results and interventions chosen, both verbally and in writing.</p> <p>BS uses all assessment tools in an appropriate manner and with fidelity.</p> <p>BS utilizes additional data during intervention to monitor effectiveness, and trains others how to do so.</p>
Evidence/Examples	<p>BS is not able to determine a function for problem behavior(s) or base interventions on assessments.</p> <p>BS cannot clearly describe why specific interventions are or are not effective.</p>	<p>BS is able to discuss and determine a function of the behavior, however interventions BS chooses are often ineffective, and not a result of staff failing to implement with fidelity. This indicates a failure to match function of behavior to appropriate evidence-based practices.</p>	<p>BS is able to discuss and determine a function of the behavior and show staff how and why that determination occurred. The function appears to be clear and accurate, as evidenced by BS's chosen behavior intervention effectiveness much of the time.</p>	<p>BS is able to discuss and determine a function of the behavior and show staff how and why that determination occurred, and trains staff in the process. The function appears to be clear and accurate, as evidenced by BS's chosen behavior intervention effectiveness much of the time, and trains staff how to monitor behavior intervention effectiveness.</p>

3e: Demonstrating Flexibility and Responsiveness	Adjustments to service delivery are made flexibly and responsibly as a function of changing conditions, data, treatment response, needs and objectives/goals.			
Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	BS does not demonstrate flexibility and responsiveness in service delivery as a function of changing conditions, data, response, needs and/or objectives/goals at the individual or systems level.	BS demonstrates some flexibility and responsiveness in service delivery as a function of changing conditions, data, response, needs and/or objectives/goals at the individual or systems level.	BS demonstrates flexibility and responsiveness in service delivery as a function of changing conditions, data, response, needs and/or objectives/goals at the individual or systems level.	BS demonstrates a high level of flexibility and responsiveness in service delivery as a function of changing conditions, data, response, needs and/or objectives/goals at the individual or systems level. Services are viewed as high-quality and effective because of these characteristics.
Evidence/Examples	<p>There is no graph and the specialist cannot find a graph or data to show the effectiveness of the intervention. The student does not show progress and the staff discuss how the student is not improving or that they do not feel that the student is improving.</p> <p>The behavior specialist is rigid and does not change a plan even after data determines or observations determine that the plan is not effective.</p>	<p>There is data and the behavior specialist is able to show the data.</p> <p>The behavior specialist is able to gather data and discuss the data to determine if the plan in place is effective.</p>	<p>There is data and a graph. The graph is either increasing or decreasing and shows that the intervention in place is effective. There are phase change lines on the graph that indicate changes have been made to the intervention to make it more effective.</p> <p>The behavior specialist is able to set up data, display the data in a graph format and then use the graph to determine if the intervention is effective. If the intervention is not effective then the behavior specialist makes changes to the intervention to increase the effectiveness.</p> <p>The behavior specialist can describe the changes made and why based on the data, environmental variables and or behavior principles.</p>	<p>There is a graph of the data collection and the graph indicates that the interventions are effective and increasing or decreasing at an optimal rate. There are phase change lines on the graph that indicate the data is evaluated frequently and changes are being made to make the intervention effective. The staff is able to discuss the data and the decisions based on the data.</p> <p>The behavior specialist sets up effective and accurate data collection and displays the data in a graph format. The graph displays that the intervention is effective and that the behavior specialist is adjusting and changing the intervention to maximize the effectiveness so that the student is making great gains. Staff members are also able to discuss and display the data and make decisions based on the data because the specialist has shown staff how to do so.</p> <p>The behavior specialist (as well as the staff) can describe the changes made and why based on the data, environmental variables and or behavior principles.</p>

Domain 4: Professional Development/Specialist Responsibilities

4a: Reflecting on Teaching/Reflecting on Practice	Behavioral services are based on evidence-based practice and/or empirically-validated research. Past performance(s) inform future performance.			
Component	Failing	Needs Improvement	Proficient	Distinguished
4a: Reflecting on Teaching/Reflecting on Practice	The BS does not reflect on personal practices. Behavioral services are not based upon evidence-based methodologies and/or customized to individual or systemic needs. Behavioral services are not evaluated relative to effectiveness.	The BS engages in some reflective practice. Behavioral services are not consistently based upon evidence-based methodologies and/or customized to individual or systemic needs. Behavioral services are inconsistently evaluated relative to effectiveness.	The BS engages in reflective practice. Behavioral services are consistently based upon evidence-based methodologies and/or customized to individual or systemic needs. Behavioral services are consistently evaluated relative to effectiveness.	BS engages in reflective practice on an ongoing basis and engages a team in the review of behavioral services relative to the use of evidence-based methodologies, reliable and valid measures, and sound program evaluation criteria. The team is engaged in decisions regarding how to continually improve and/or refine behavioral services through analyzing the data and researching effective evidence based methodologies.
Evidence/Examples	There is no data or measurement system in place to indicate if the treatment plan was effective.	The data collected is anecdotal and reliable and valid conclusions about effectiveness can't be made.	The graphs for the behavior change program are displayed and the rate is increasing or decreasing and indicates that the treatment was effective.	Team analysis of the data concludes that the target behaviors are increasing at a rate that indicates effectiveness. Phase change lines indicate changes have been made to improve the effectiveness of the behavior change program and that implementation refinements were successful. The team discusses additional ideas for improving services. Evidenced based information is: Strategies, processes, and curricula that have: gone through rigorous and systematic analysis, been reviewed by a panel of independent experts that apply strict standards to the work, outcomes of the practices or procedures are replicated and data supports all aspects of the research.

4b: Maintaining Accurate Records	The BS maintains accurate records through adherence to principles of applied behavior analysis (Knowledge of various experimental designs, measurement, graphs and PA codes and regulations).			
Component	Failing	Needs Improvement	Proficient	Distinguished
4b: Maintaining Accurate Records	<p>Behavior specialist does not maintain appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under their control, in accordance with PA and federal codes and regulations.</p> <p>The data system is in disarray and unorganized. Behavior specialist fabricates data or falsifies results.</p> <p>If behavior specialists discover significant errors in their data, they do not correct such errors. Behavior specialists present portions or elements of another's work or data as their own, without any proper citations, and omit findings that might alter others' interpretations of their work or behavior analysis in general.</p>	<p>Behavior specialist maintains appropriate yet minimal confidentiality in creating, storing, accessing, transferring, and disposing of records under their control in accordance with PA codes and regulations.</p> <p>Records and data collection are presented and maintained however, the specialist requires frequent monitoring for accuracy. If an error is discovered the specialist takes steps to correct the errors with guidance.</p> <p>When the specialist cites the work and research of others he/she does so accurately.</p>	<p>Behavior specialist maintains appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under their control in accordance with PA codes and regulations.</p> <p>Records and data collection are presented and maintained with accuracy. If an error is discovered the specialist takes reasonable steps to correct the errors as soon as possible.</p> <p>When the specialist cites the work and research of others he/she does so and does not present another's work or data as their own.</p>	<p>Behavior specialist maintains appropriate confidentiality in creating, storing, accessing, transferring, and disposing of records under their control in accordance with PA codes and regulations</p> <p>Records and data collection are presented and maintained in an organized manner and with accuracy. If an error is discovered the specialist takes reasonable steps to correct the errors immediately and independently.</p> <p>When the specialist cites the work and research of others he/she does so accurately with fidelity and never presents portions or elements of another's work or data as their own.</p>
Evidence/Examples	BS is unable to show evidence of accuracy in record keeping and data tracking.	There is anecdotal data only.	Behavior analyst shows graphs that are current and indicative of frequent progress monitoring.	BS empowers others to design, display and interpret data that reflects the effectiveness of the interventions and where changes occurred.

4c: Communicating with Families/Communicating with Stakeholders	Communication involves frequent review of data systems and then careful analysis of the data followed by the communication regarding the data, thus improving the quality of services as well as improving the understanding of applied behavior analysis to all persons involved.			
Component	Failing	Needs Improvement	Proficient	Distinguished
4c: Communicating with Families/Communicating with Stakeholders	<p>Communication is minimal and does not connect to the data involved or to the people that the BS is serving.</p> <p>Communication does not reflect content expertise and experience relative to behavioral theory, science and application.</p>	<p>Communication exists between the staff and BS but on a personal level and concerning data improvement but not necessarily concerning procedures or implementation of services.</p> <p>Communication does not consistently reflect content expertise and experience relative to behavioral theory, science and application.</p>	<p>Communication occurs regularly between the BS and team.</p> <p>The results of data are discussed, the intervention strategies that are working or not working and why are communicated.</p> <p>Communication consistently reflects content expertise and experience relative to behavioral theory, science and application.</p>	<p>BS demonstrates exceptional communication skills across stakeholders.</p> <p>Communication occurs with professionalism, relationship building, collaboration and empowerment and related outcomes are achieved.</p> <p>The results of data are discussed, the intervention strategies that are working or not working and why are communicated and the staff/team has a better understanding of applied behavior analysis principles and techniques and evidenced based interventions.</p> <p>Communication consistently reflects content expertise and experience relative to behavioral theory, science and application.</p> <p>Communication results in capacity building at the individual and systems level.</p>
Evidence/Examples	The team (staff, students or professional team) has not received communication from the BS regarding the interventions and data has not been reviewed.	BS establishes a positive relationship with stakeholders but lacks experience and knowledge to help others solve problems effectively and efficiently.	The BS is viewed as an effective communicator and problem-solver. Stakeholder (students, staff, and families) report that communication skills of the BS result in their understanding of behavioral principles such as positive reinforcement, function of behaviors, etc. Positive relationships and results are frequently achieved.	Through effective communication and interdisciplinary collaboration, the BS is viewed as a team player that is increasing the skills and abilities of stakeholders (students, staff, and families) regarding applied behavior analysis which facilitates problem-solving, building trust and advancing teaming toward positive outcomes for individual and the system.

4d: Participating in a Professional Community/ Behavior Specialist Community	The behavior specialist is seeking knowledge of principles in the field of applied behavior analysis through seeking certification as a professional either as a BCaBA (board certified associate behavior analyst), BCBA (board certified behavior analyst), or BCBA-D (Board certified behavior analysis- Doctorate). The behavior specialist or specialist without certification/licensure seeks to understand and adheres to BACB ethical principles and code.			
Component	Failing	Needs Improvement	Proficient	Distinguished
4d: Participating in a professional community/Participating in a behavior specialist community	<p>BS does not uphold or advances the values, ethics, principles, and mission of the field of behavior analysis.</p> <p>The specialist is not aware of local, state or national organizations in the field of applied behavior analysis (ABA: Penn ABA or ABAI, or APBA).</p>	<p>BS makes some attempts to uphold or advances the values, ethics, principles, and mission of the field of behavior analysis.</p> <p>The BS is aware of the larger behavior specialist community in the field of applied behavior analysis (ABA: Penn ABA or ABAI or APBA).</p>	<p>BS makes attempts to uphold or advances the values, ethics, principles, and mission of the field of behavior analysis.</p> <p>There is occasional participation in the larger behavior specialist community in the field of applied behavior analysis (ABA: Penn ABA or ABAI or APBA).</p> <p>If there is an ethical violation, there is an attempt to resolve the issue according to guidelines.</p>	<p>BS demonstrates the highest standards relative to upholding and advancing the values, ethics, principles, and mission of the field of behavior analysis.</p> <p>There is participation in the larger behavior specialist community in the field of applied behavior analysis (ABA: Penn ABA or ABAI or APBA).</p> <p>If there is an ethical violation, there is an attempt to resolve the issue according to guidelines.</p>
Evidence/ Examples	The behavior specialist is not aware of the BACB code of ethics.	The behavior specialist is aware of the BACB code of ethics and has a copy somewhere in their records.	The behavior specialist has a copy of the BACB code of ethics and seeks to follow these ethics in the daily application of applied behavior analysis.	The behavior specialist has a copy of the BACB code of ethics and reads them regularly. The behavior specialist also applies this code in the interventions and discussions that occur with staff or colleagues on a regular basis.

<i>4e: Growing and Developing Professionally/Growing and Developing as a Behavior Specialist</i>	The BS is knowledgeable of current peer reviewed research in the field of behavior analysis and seeks to maintain knowledge of current research regarding the theory and practice of behavior analysis as well as seek out the best evidence based practices.			
Component	Failing	Needs Improvement	Proficient	Distinguished
<i>4e: Growing and Developing Professionally/Growing and Developing as a Behavior Specialist</i>	<p>BS does not engage in activities to maintain or acquire certification at any level (BCBA or Behavior Specialist certification).</p> <p>The BS does not promote, read or engage in learning activities to maintain competence in the field of Applied Behavior analysis.</p> <p>The BS resists feedback that would benefit and improve his/her growth and development in the field.</p>	<p>BS engages in some activities that facilitate professional growth and development. The BS maintains a level of awareness of current scientific information in his/her field and undertakes the minimum requirement to maintain certification (BCBA or Behavior Specialist certification).</p> <p>The BS accepts feedback with reluctance regarding skills and information that would benefit and improve his/her growth and development in the field.</p>	<p>BS engages in assessment, therapy, teaching, research, systems level consultation and/or other activities and experiences that promote professional learning and growth.</p> <p>The BS maintains a level of awareness of current scientific information in his/her field and seeks to maintain certification (BCBA or Behavior Specialist certification). The BS reads appropriate literature and participates in workshops and conferences to advance the knowledge of applied behavior analysis and evidence based strategies.</p> <p>The BS accepts and welcomes feedback concerning information that would improve his/her growth and development in the field.</p>	<p>BS engages in assessment, therapy, teaching, research organizational consultant, or other behavior specialist activities.</p> <p>The specialist actively seeks and maintains an expert level of awareness of current scientific information in his/her field of activity, and undertakes ongoing efforts to maintain competence in the skills he/she will use by reading the appropriate literature, attending conferences and conventions, participating in workshops and contributing to the field of applied behavior analysis.</p> <p>The BS promotes the application of behavior principles in society by presenting behavioral techniques and promotes the analysis of behavior as a legitimate field of scientific inquiry through discussions as well as conducting and presenting case studies.</p> <p>The BS consistently seeks out feedback concerning information that would improve his/her growth and development in the field.</p>
<i>Evidence/Examples</i>	<p>BS does not design programs/interventions based on research, instead all the plans/programs are similar and are not individualized.</p> <p>The BS does not read any journals or books or attend any conferences or classes on applied behavior analysis.</p>	<p>BS designs treatment based on current research and is able to provide references and citations. The BS maintains certification requirements.</p>	<p>BS reviews current research, attends workshops and applies research to practice. The BS can design a case study based on the research.</p>	<p>BS reads current research and applies the research with students using case study format. The case study and research is presented as a poster or in a workshop and the specialist is open to feedback from other professionals in the field. The research could also be published in a journal such as behavior analysis in practice.</p>

4f: Showing Professionalism/Showing Professionalism in Behavior Analysis	Professionalism is demonstrated via knowledge and application of principles of behavior analysis across situations and stakeholders.			
Component	Failing	Needs Improvement	Proficient	Distinguished
4f: Showing Professionalism/Showing Professionalism in Behavior Analysis	<p>The BS goes beyond his/her level of expertise by serving students and in settings that are beyond the education, training and experience of the specialist.</p> <p>The interactions of the specialist are self-promoting and characterized by questionable integrity, lack of awareness of student needs, and do not comply with codes and regulations.</p>	<p>BS is showing growth relative to their ability to demonstrate professionalism via adequate levels of knowledge and application relative to behavior analysis.</p> <p>The BS works within his/her education, training and experience.</p> <p>Decisions made by the BS are based on limited data and with minimal compliance to regulations.</p> <p>There are no attempts to collaborate with others who provide support and services.</p>	<p>The BS provides services commensurate with education, training, and experience.</p> <p>There is collaboration with others who support and provide services to the student.</p> <p>Interactions and decisions are characterized by honesty, integrity, confidentiality and equity in services.</p> <p>There is compliance with regulations.</p> <p>The specialist collaborates with others who support and provide services to the student.</p>	<p>The BS provides services commensurate with education, training, and experience.</p> <p>There is collaboration with others who support and provide services to the student.</p> <p>Interactions and decisions are characterized by honesty, integrity, confidentiality and equity in services.</p> <p>There is great care in not only compliance with regulations but providing the support that would be the best for the students, staff and team.</p> <p>The specialist promotes the field of applied behavior analysis in a manner that provides team support and advances everyone's knowledge of the field in a positive manner.</p> <p>There are active attempts to continually improve upon professionalism and formal methods for monitoring development in this area.</p>
Evidence/Examples	<p>Behavior specialist makes recommendations for a student/staff without prior experience.</p> <p>The recommendations are based on observations alone and without reviewing the current literature or consulting with another professional in the field.</p>	<p>Behavior specialist makes recommendations for student/staff based on review of one research article.</p>	<p>Behavior specialist makes recommendations for student/staff based on reviewing current literature and attempts to apply it to the current situation.</p> <p>The behavior specialist also collaborates with other experts regarding the situation.</p>	<p>The behavior specialist is able to explain the current research literature and apply it to a new situation while admitting to not having experience with the current situation.</p> <p>The behavior specialist attempts to apply the current research to the situation and individualizes it to the student, while seeking collaboration and cooperates with others on the team.</p>